

October, 2010

**EU – Communication
and understanding in
music is critical to
successful
musicianship**

**EQ – How does furthering
understanding of common
music vocabulary improve
musical expression?**

Pre/Post -
What do
these words
mean?

**UQ 1 – What
vocabulary is included
in musical notation
and in practice?
(ex: rehearsal, etc.)**

**UQ 2 – How do these
words relate to music
and how do they relate
to my experiences?
(in music and other)**

**UQ 3 - How do I apply
what I know about
_____ to
playing music?**

**UQ 4 – How does my
understanding of these
vocabulary words
impact my playing?**

**CQ 1 - What
are some
vocabulary
words found
in your class
music?**

**CQ 2 - What
are some
vocabulary
words used in
rehearsal?**

**CQ 3a - What
does
_____ mean in music?**

**CQ 4 - Can I hear
how these words
are used in
listening examples?**

ex: vocabulary list
developed by me and
students - some from
music and some from
rehearsal language

**CQ 7a - Who is
communicating
in music?**

ex: accelerando,
ritardando,
diminuendo
(decrescendo),
crescendo, tempo,
moderato, forte,
piano, fine, adagio,
andante, largo,
lento, etc.

ex: blend,
balance,
pyramid,
accurate,
practice, etc.

**CQ 3b - How does
_____ relate to what I
already know?**

ex: active student
listening activities -
examples of
vocabulary words
in musical
practice

**CQ 5 - Can I label
music with the
correct vocabulary
term?**

ex: active student
listening activities -
examples of vocabulary
words in musical
practice labeled on
sheet music

**CQ 6 - How do I
communicate my
interpretation of
music to others?**

ex: students will label a piece and
prepare for a short rehearsal and
coach their ensemble to interpret
the music according to their
markings and labels.

**CQ 7b - What is my
role? In
performance,
practice, composing,
audience**

ex: students fill in a
formatted journal about
their work with vocabulary
words and reflect on their
experience communicating
to the ensemble.

ex: vocabulary list developed
by me and the students - some
from music and some from
rehearsal language

National Standards:

2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
7. Evaluating music and music performances.

4. Composing and arranging music within specified guidelines.
6. Listening to, analyzing, and describing music.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.